

# Grade 3 Receptive Literacy – Reading and Listening Behavioral Objectives

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Reading Habits</b> _____ 1.061 Read independently every day for at least 20 minutes to improve reading fluency (rate, expression, and accuracy) _____ 2.033 Read different kinds of <b>poems</b> including limericks, and riddles, and proverbs	<b>Reading Habits</b> _____ 1.062 Read independently every day for at least 20 minutes to learn more about various topics _____ 2.032 Read different types of <b>nonfiction</b> such as autobiographies, informational books, diaries, and journals	<b>Reading Habits</b> _____ 1.063 Read independently every day for at least 20 minutes to learn new vocabulary _____ 2.031 Read different types of <b>fiction</b> such as legends, novels, folklore, and science fiction	<b>Reading Habits</b> _____ 1.063 Read independently every day for at least 20 minutes to learn new vocabulary _____ 2.034 Read different types of texts including <b>drama</b> (plays and skits)
<b>Vocabulary and Word Work</b> _____ 1.041 Increase vocabulary by doing lots of reading, listening to book talks, and discussing  <input type="checkbox"/> 1.011 Figure out unfamiliar words by using what you know about long and short vowels, r controlled vowels, compound words, base words and plurals  <input type="checkbox"/> 1.021 Figure out what words <b>mean</b> by applying the meanings of these prefixes ( <i>un-</i> , <i>dis-</i> , <i>non-</i> ) and suffixes ( <i>-y</i> , <i>-ly</i> )	<b>Vocabulary and Word Work</b> _____ 1.042 Increase vocabulary by doing lots of reading, listening, and viewing  <input type="checkbox"/> 1.012 Figure out unfamiliar words by using what you know about contractions, vowel patterns like oi, ow, aw, r controlled vowels, plurals, and homophones ( <i>like maid and made</i> )  <input type="checkbox"/> 1.022 Figure out what words <b>mean</b> by applying the meanings of these prefixes ( <i>bi-</i> , <i>mis-</i> ) and suffixes ( <i>-er</i> , <i>-est</i> )  _____ 1.031 Use context clues to figure out the meanings of unfamiliar words _____ 1.051 Use the glossary to learn about new words in nonfiction text	<b>Vocabulary and Word Work</b> _____ 1.043 Increase vocabulary by doing lots of reading, participating in book clubs, and studying how authors use words  <input type="checkbox"/> 1.012 Figure out unfamiliar words by using what you know about vowel patterns air, ough, oo, possessives, and changing y to i when adding suffixes  <input type="checkbox"/> 1.023 Figure out what words <b>mean</b> by applying the meanings of the prefix ( <i>re-</i> ) and the suffixes ( <i>-ful</i> , <i>-ing</i> , <i>-less</i> , <i>-ness</i> )  _____ 1.052 Use the dictionary to check the meaning and spelling of new words	<b>Vocabulary and Word Work</b> _____ 1.044 Increase vocabulary by doing lots of reading, role playing, and participating in seminars  <input type="checkbox"/> 1.013 Figure out unfamiliar words by using what you know about two sounds of the letter c, multi-syllable words ending in <i>-er</i> and <i>-le</i> , words beginning with <i>a-</i> and <i>be-</i> , contractions, and dividing words into syllables (VC/CCV like <i>hun/dred</i> , or VCC/CV like <i>bash/ful</i> and V/CV like <i>ho/te</i> and VC/N like <i>met/al</i> )  _____ 1.05 Use the glossary and dictionary to check the meaning and spelling of new words
<b>Comprehension and Connections</b> <b>Before and During Reading Strategies</b> _____ 2.07 Explain why you choose what you will read and tell what you hope to find out <input type="checkbox"/> 2.022 Preview stories and make predictions about the characters, setting, problem, or major events before reading  <b>During Reading Strategies</b> (narrative text) <input type="checkbox"/> 2.023 make predictions <input type="checkbox"/> 2.026 make connections <input type="checkbox"/> 2.024 ask questions _____ 2.082 Ask questions to learn more or to clear up confusions when listening to others  <input type="checkbox"/> 2.01 Use fix-up strategies when what you read doesn't make sense (reread, read ahead, ask for help, slow down, ask questions, paraphrase, retell)  <b>Poetry</b> <input type="checkbox"/> 2.031 Read and understand poetry <input type="checkbox"/> 2.041 Recognize similes, metaphors, and idioms in poetry and understand what they mean  _____ 3.11 Recognize several different nonfiction genres such as biographies, articles, and instructions	<b>Comprehension and Connections</b> <b>After Reading Strategies with Expository Text</b> _____ 2.021 Identify the purpose for reading a selection (What do you want to learn from this article?) _____ 2.025 Find information in the text that answers the question, "What do you want to learn?" <input type="checkbox"/> 2.0221 Preview nonfiction texts and make predictions about what you will learn before reading  <b>During Reading Strategies</b> (nonfiction text) <input type="checkbox"/> 2.023 make predictions <input type="checkbox"/> 2.026 make connections <input type="checkbox"/> 2.024 ask questions _____ 2.024 Ask open-ended questions after reading nonfiction texts _____ 2.0441 Identify sequence in nonfiction texts (find examples in the text)  <b>Main Idea</b> <input type="checkbox"/> 2.0471 Identify main idea and supporting details from nonfiction texts (find examples in the text) <input type="checkbox"/> 2.061 Summarize main ideas _____ 3.05 Find similarities and differences in the information found in nonfiction texts comparing the text features of graphs, charts, and maps and the information in the body of the text _____ 2.0581 Identify cause and effect in nonfiction texts (finding examples in the text) <input type="checkbox"/> 2.05 Draw conclusions and make inferences (find examples in the text)	<b>Comprehension and Connections</b> <b>After Reading Strategies with Narrative Text</b> _____ 3.011 Recognize different types of fiction texts like short stories, novels, fantasies, fairy tales, and fables  <input type="checkbox"/> Understand these <b>Story Elements</b> : 2.043 conflict 2.042 plot 2.046 resolution 2.0442 sequence 2.041 author's purpose 2.0482 cause and effect 2.0472 main idea and supporting details 2.046 lesson or message _____ 2.062 Summarize main ideas of stories _____ 3.012 Make personal connections to a story's plot, setting, and characters _____ 2.024 Ask open-ended questions after reading fiction  <input type="checkbox"/> 3.02 Find similarities and differences in events, characters, and ideas within a story and between different stories (find examples in the text) <input type="checkbox"/> 3.015 Make inferences and draw conclusions about characters and events <input type="checkbox"/> 2.0410 Identify the main character's point of view and/or the author's point of view (find examples in the text) _____ 3.013 Discuss the main character's point of view	<b>Comprehension and Connections</b> <b>Understanding Drama and Researching a Topic</b> <input type="checkbox"/> <b>Drama</b> 2.0341 Read and understand plays and skits 3.014 Take part in acting out skits or other dramatic presentations  <input type="checkbox"/> 2.049 Distinguish between facts and opinions (find examples in the texts) _____ 3.04 Recognize advertising techniques in order to make informed judgments about what to buy <input type="checkbox"/> 3.03 Check out facts, ideas, and concepts by comparing them to personal experiences and information found in texts <input type="checkbox"/> 3.06 Research a topic by developing guiding questions and exploring a variety of resources (articles, internet, reference books, interviews of people)  _____ 3.016 Reflect on new information learned and consider what else you want to study and learn  _____ 2.081 Listen actively by facing the speaker, making eye contact, and asking questions to better understand what was said or to find out more information

# Grade 3 Expressive Literacy – Writing and Speaking Behavioral Objectives

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Writing Variety	Writing Variety	Writing Variety	Writing Variety
<input type="checkbox"/> 4.071 Write a variety of different types of texts including poetry, instructions, directions, and notes by either choosing the topic or type of text  <input type="checkbox"/> 4.094 Write notes, poetry, directions, and instructions	<input type="checkbox"/> 4.072 Write a variety of different types of texts including learning logs and letters by choosing either the topic or type of writing <input type="checkbox"/> 4.093 Write friendly letters <input type="checkbox"/> 4.022 Discuss information <input type="checkbox"/> 4.028 Explain own learning	<input type="checkbox"/> 4.073 Write a variety of different types of texts including simple narratives by choosing either the topic or type of writing  <input type="checkbox"/> 4.091 Write personal narratives	<input type="checkbox"/> 4.074 Write a variety of different types of texts including skits and short reports by choosing either the topic or type of writing  <input type="checkbox"/> 4.092 Write short reports
Content Features			
<input type="checkbox"/> Focus	<input type="checkbox"/> Focus	<input type="checkbox"/> Focus	<input type="checkbox"/> Focus
<input type="checkbox"/> 4.051 Explain to whom you are writing, for what purpose, and why you decided to use the selected form of writing (such as a story, list, poem, etc.) <input type="checkbox"/> 4.061 Include main ideas in writing samples <input type="checkbox"/> 4.023 Continue a conversation with someone through either writing or speaking	<input type="checkbox"/> 4.052 Explain to whom you are writing, for what purpose, and why you decided to use the selected form of writing (such as learning logs or letters) <input type="checkbox"/> 4.062 Stick to the topic when writing <input type="checkbox"/> 4.081 Reread what you have written and revise by making it clearer	<input type="checkbox"/> 4.025 Tell a story by either writing or speaking <input type="checkbox"/> 4.053 Explain to whom you are writing, for what purpose, and why you decided to use the selected form of writing (such as stories) <input type="checkbox"/> 4.063 Stick to the topic when writing by using prewriting plans	<input type="checkbox"/> 4.054 Explain to whom you are writing, for what purpose, and why you decided to use the selected form of writing (such as drama and research reports)  <input type="checkbox"/> 4.064 Stick to the topic when writing by including the main ideas and using prewriting plans
<input type="checkbox"/> Organization	<input type="checkbox"/> Organization	<input type="checkbox"/> Organization	<input type="checkbox"/> Organization
<input type="checkbox"/> 4.021 Present information in an order that makes sense when speaking or writing  <input type="checkbox"/> 4.041 Come up with own ideas for topics to write about and plan before writing by drawing or talking to others	<input type="checkbox"/> 4.042 Come up with own ideas for topics to write about and plan before writing (may plan by using webs)	<input type="checkbox"/> 4.043 Come up with own ideas for topics to write about and plan before writing (may plan by using story maps)  <input type="checkbox"/> 4.083 Reread own writing and may revise by changing the order of the events or ideas	<input type="checkbox"/> 4.044 Come up with own ideas for topics to write about and plan before writing (may plan by using a list)  <input type="checkbox"/> 5.043 Compose two or more paragraphs with appropriate, logical sequence
<input type="checkbox"/> Support and Elaboration	<input type="checkbox"/> Support and Elaboration	<input type="checkbox"/> Support and Elaboration	<input type="checkbox"/> Support and Elaboration
<input type="checkbox"/> 4.082 Reread own writing and make it better by adding descriptive words and phrases	<input type="checkbox"/> 5.041 Write two or more paragraphs that have topic sentences and supporting details	<input type="checkbox"/> 4.084 Reread own writing and make it better by combining short, related sentences for elaboration	<input type="checkbox"/> 5.044 Write two or more paragraphs with enough details to help the reader clearly understand the topic
<input type="checkbox"/> Style	<input type="checkbox"/> Style	<input type="checkbox"/> Style	<input type="checkbox"/> Style
<input type="checkbox"/> 4.085 Reread own writing and make it better by using better words (strong verbs)	<input type="checkbox"/> 4.085 Reread own writing and make it better by using better words (precise vocabulary - synonyms for overused words)	<input type="checkbox"/> 4.084 Reread own writing and make it better by combining short, related sentences for sentence fluency	<input type="checkbox"/> 4.085 Reread own writing and make it better by using better words (precise nouns)
Conventions			
<input type="checkbox"/> Conventions	<input type="checkbox"/> Conventions	<input type="checkbox"/> Conventions	<input type="checkbox"/> Conventions
<input type="checkbox"/> 5.051 Use sound patterns to spell words <input type="checkbox"/> 5.011 Use capital letters for names of places (like states, mountains, seas, etc.) <input type="checkbox"/> 5.012 Use periods after initials and abbreviated titles <input type="checkbox"/> 5.013 Use commas in dates and between city and state <input type="checkbox"/> 5.08 Use handwriting (printing) that others can easily read	<input type="checkbox"/> 5.03 Speak and write in complete sentences <input type="checkbox"/> 5.052 Check spelling to see if it looks right and remember that some letters are silent <input type="checkbox"/> 5.014 Use a capital letter to begin names of holidays and special events <input type="checkbox"/> 5.015 Use commas in greetings (after the name) <input type="checkbox"/> 5.016 Use apostrophes in the right place in contractions	<input type="checkbox"/> 5.053 Spell words correctly using vowel pairs that you have studied ( <i>see receptive objectives</i> ) <input type="checkbox"/> 5.017 Write book titles using capital letters to begin all important words and underline the title <input type="checkbox"/> 5.02 Speak and write sentences where the verb matches the subject (i.e., he runs, <b>not he run</b> ) <input type="checkbox"/> 5.08 Use handwriting (printing and some cursive) that others can easily read	<input type="checkbox"/> 5.06 Read back over own writing and check spelling using classroom resources (e.g., dictionaries, glossaries, word walls) <input type="checkbox"/> 5.07 Reread own writing and look for mistakes in spelling, capitalization, and punctuation <input type="checkbox"/> 4.10 Use computers or other keyboarding tools to write <input type="checkbox"/> 5.08 Use handwriting (cursive) that others can easily read

## Directions for Documenting Writing (Expressive) Proficiency

The level of proficiency of these writing objectives should be demonstrated through the development of the features of effective writing. As each objective is demonstrated by the student, place a check ✓ on the line preceding the objective number. At the end of each quarter, determine the level of proficiency of each feature as demonstrated in multiple writing samples and record that level in the box ☐ preceding the feature.

